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ABSTRACT

This monograph takes the position that citizens in a democracy can and should be largely internally controlled and that schools play an important role in preparing democratic citizens by helping students develop the necessary attitudes and skills needed to become internally controlled. Part 1 looks at discipline from a sociological perspective, speculating about why it has been among the top educational problems for the past ten years and offering a rationale for a democratic approach. Part 2 discusses some of the assumptions, values, and skills underlying an approach that fosters internal control. Part 3 offers some first steps and guidelines for the administrator interested in beginning to work on a democratic discipline plan. (Author/MLF)

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OSSC BULLETIN

DISCIPLINE IN A DEMOCRATIC SOCIETY

by

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Principal, Washington Elementary School
Eugene, Oregon

Oregon School Study Council
Vol. 23, No. 6
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Preface

The public's current interest in discipline is more than a passing fancy. Most citizens, however, think in terms of external controls, correction and punishment as the basic building blocks of discipline.

Elementary principal, Barbara Keirnes, believes that the most effective discipline is internal, not external. She is concerned that society benefits most if schools educate our youth to become self-directed, not other-directed.

This democratic rather than autocratic approach takes more time, is more cumbersome and appears less effective to those of us who are impatient. Barbara Keirnes not only makes a convincing argument for an emphasis on self-direction, she also describes clearly the process others might follow in developing a building plan for improved discipline.

This is must reading for teachers, school administrators and concerned parents.

Kenneth A. Erickson
Executive Secretary
Oregon School Study Council

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INTRODUCTION

Discipline in the schools is no different than discipline anywhere else. We are orderly or law abiding either because we fear externally applied consequences or because we use our own internal controls to keep our behavior socially responsible. This monograph takes the position that citizens in a democracy can and should be largely internally controlled and that schools play an important role in preparing democratic citizens by helping students develop the necessary attitudes and skills needed to become internally controlled.

Part I of this monograph looks at discipline from a sociological perspective, speculating about why it has been among the top educational problems for the past ten years and offering a rationale for a democratic approach. Part II discusses some of the assumptions, values and skills underlying an approach that fosters internal control. Part III offers some first steps and guidelines for the administrator who is interested in beginning to work on a democratic discipline plan for a district or a building.

PART I

CHANGING EXPECTATIONS OF SOCIETY

A survey of dictionaries from 1864 to the present shows a variation in the meaning of the word discipline. In the 1864 Websters' five out of seven meanings refer to punishment, severe training, flogging and subjection to authority. A 1951 (Thorndike Barnhart) version refers to punishment in only one of five meanings. A 1951 Thesaurus (Scholastic) lists these synonyms for discipline: order, strictness, training, instruction, drilling, control, coercion and punishment. A 1977 Thesaurus (Roget's) groups synonyms for discipline into three general categories: self-control and restraint, punishment, and a course of study. Older dictionaries and thesauruses emphasize external control and corporal punishment. The shift in emphasis toward self-regulation found in newer versions can be interpreted as a reflection of the social changes we are undergoing in our evolution as a democratic society.

The preoccupation and dissatisfaction with discipline in the schools can be directly tied to this social revolution that has occurred within the last thirty years. Change has been reflected in movements toward equal rights, in parenting practices and in values conflicts.

Equal Rights

Since 1951 we have seen movements toward equality of opportunity for all persons, (e.g., women, labor, minorities, and handicapped). These movements

challenged the concept that superiors can give orders which inferiors must obey. This challenge has not gone unnoticed by our youth (Johnson, 1977). Young adults have become sophisticated in their demands for equal rights and equality of treatment. Nationally the pendulum has swung toward the protection of individual rights - sometimes at the expense of group rights (Erickson, 1976).

Parenting Practices

Child rearing in America has been based on the traditions of an autocratic society. Both parents and children knew their roles and knew who was in charge. These traditions have changed over the past thirty years. Parents today want their children to grow up to be independent decision makers but they lack the skills to accomplish this. Many parents confuse democratic practice with permissiveness and indulgence. When approached by their children for benefits or privileges they give them freely without the accompanying responsibility they require. This is done in the spirit of democracy, but the result is that children learn immature behavior patterns. They learn to use their power to maintain life at a comfortable, easy level, on their own terms. They are unable to defer immediate gratification. They are not successful in entering into give and take relationships with others or in being productive members of a group. Thus, children become self-centered and cannot see that they are responsible for their own behavior and for the success of the groups they inhabit. Their inability to cope with the pressures of living in our society can be tied to the rising rate of adolescent drug abuse, alcohol consumption, sexual promiscuity and suicide rate (Wynne, 1977).

Values Conflict

We find ourselves in a social dilemma over this conflict of values. As a nation we are moving toward equal rights for everyone under the law, toward democracy - our national ideal. However, in schools and in families many are still committed to the autocratic approach. If we are to help our children become self-directed, and better able to withstand the pressures of this age of change, we will need to raise them in social systems that reflect the values of a democratic society in its treatment of its members as well as in its rhetoric. Since we can no longer depend upon our social institutions to teach or reflect the values we may deem important, it is becoming increasingly important for individuals to be able to set their own standards and criteria for behavior (Mahoney, 1974).

Social Change and the Schools

The dramatic changes in society have made heavy demands on the schools in recent years. Federal, state and local agencies have attempted to impose their particular brand of reform on schools. Many educators have reacted to their critics by resisting outside forces or by adopting changes in name only while attempting to maintain stability in the face of controversial swings of the pendulum.

The schools themselves are mirrors of the same clash of values experienced by the rest of society. In any given school, teachers will vary considerably in their approach to students and discipline. Patrons of schools represent the extremes of society in their approach to what is right and wrong and in their expectations for children.

Administrators find themselves in the eye of a storm. They are responsible for establishing rules and maintaining good order - assuring safety and good learning atmosphere for all. Harrassed by student disruption, judicial decisions affirming the rights of students, public criticism that schools are ineffective and joyless, administrators face assaults on their traditional authority from several directions at once. Since schools are to remain the primary molders of socially and economically productive citizens, they will have to deal with democratic values and their implications for the future. Their students will need to be able to relate with others, be resourceful problem-solvers, be able to work individually as well as in groups, and be able to take responsibility for their behavior by seeing the relationship between actions and their consequences.

The need to regulate student conduct is not disputed - the method is. Youth are demanding to be treated in a manner compatible with their rights and status as young citizens of a democracy. What is needed then is a concept of discipline where mutual respect and justice provide the framework for thinking operationally about discipline.

A Democratic Approach to Discipline

What would characterize a school staff involved in the solution of discipline problems in a democratic setting? The staff must recognize the goals and behaviors of a democratic disciplinarian as compared to an authoritarian one. To function as an individual in a democratic system means to be self-governing, self-relying, autonomous, egalitarian, tolerant,

and liberal. It does not permit one to act in authoritarian, dictatorial or autocratic ways. More important, if children are to be allowed to develop as citizens in a democracy, the staff must behave to facilitate the student's autonomy and self-reliance.

Some key words describe for us the differences between the autocratic and the democratic change agent:

AUTOCRATIC	DEMOCRATIC
Boss	Leader
Sharp Voice	Voice Friendly
Command	Invitation
Power	Influence
Pressure	Stimulation
Demanding Cooperation	Winning Cooperation
Telling What You Should Do	Telling What I Will Do
Imposing Ideas	Selling Ideas
Domination	Guidance
Criticism	Encouragement
Fault Finding	Acknowledge Achievement
Fault Finding	Helping
Punishing	Helping
I Tell You	Discussion
I Decide, You Obey	I Suggest, Help You Decide
Sole Responsibility of Boss	Shared Responsibility In Team

(Dreikurs, 1974)

The autocrat imposes control with external pressures while the democrat encourages control from within. If we are to educate students to assume the values of a democratic society, it will be necessary to shift the locus of control from an external change agent to individual internal controls that, in effect, train students to be their own change agent (Mahoney, 1974). Effective self-regulation can be taught if attention is given to interpersonal interaction and environmental supports for democratic relationships in schools.

PART II

PREREQUISITES FOR PLANNING A DEMOCRATIC APPROACH TO DISCIPLINE

Assumptions

A democratic code is based on the assumptions that people

- are capable of self-evaluation
- are capable of changing their own behavior
- are O.K. even when their behavior is not worthy of our respect
- want to be successful
- want to belong

Staff Climate

Begin with attention to your own staff relationships. Don't expect a democratic relationship among students if it isn't happening within your staff. We often give lip service to the team concept without setting up a process that gives people any feeling of involvement in the decisions that affect them. One way to measure the effectiveness of your administrative approach to staff participation is to survey staff with an instrument that will find out if they feel involved and informed. Another way to assess your success is to have an outside consultant interview members of your staff, compile the information and feed it back to everyone at a staff meeting where goals for the future can be set. Schools should be problem-solving places not problem-creating places. If we model problem-solving processes for students by focusing on the situation and the behavior but never in a judgmental way on the person or the personality - if we give everyone involved a stake in the problem-solving process, then our chances of influencing students to become self-regulated are much greater.

Some questions you may ask about your staff:

- Do they work together to identify problems originating in the work situation?
- Do they accept responsibility for the consequences of their behavior or do they blame the central office or other persons for their problems?
- Do they share resources?
- Are they able to work well together as a group by putting their differences on the table and coming to solutions that preserve everyone's integrity?
- Do they trust one another?
- Is your school climate one in which it is all right to risk, to make mistakes and learn from mistakes?

Punishment vs. Consequences

If we believe that people are capable of self-evaluation and of changing their behavior, then punishment in the traditional sense has no place in the educational process.

Corporal punishment is mental as well as physical. When we hit a child, we suggest that problems are resolved by the strongest and biggest person. By verbally criticizing children, we tell them they are not loved, and we place conditional love on our relationships.

Logical consequences on the other hand are connected to a specific behavior and are given as a choice the child makes that is directly related to the behavior s/he chooses to exhibit. The difference between punishment and logical consequences is sometimes a fine line determined primarily by the attitude of the adult involved.

The two approaches are contrasted in the table on the following page.

Logical Consequences	Punishment
•Is a learning process	•Is a judicial proceeding
•Is seen as a result of specific behavior	•Is seen as imposed by an external agent
•Expresses the reality of the situation	•Expresses the power of a personal authority
•Is intrinsically related to the misbehavior	•Is arbitrarily connected to the misbehavior
•When using logical consequence the adult is: • an educator • understanding • interested in the person and the outcome • objective with little emotional involvement • firm but friendly in tone of voice • non-judgmental • accepting of the person • focusing on the behavior	•When using punishment the adult is: • policeman • judge and jailer • angry • judgmental • interested in retaliation • subjective, with considerable emotional involvement
•When involved in logical consequences the student is: • given a choice of his/her behavior and the results • respected • distinguished from the deed • encouraged to make a fresh start the next day (period, etc.) • reflective about the relationship of his/her behavior to the consequence	•When involved in punishment the student is: • belittled or demeaned • made to feel s/he is not all right as a person • not accepted • made to feel morally judged • reminded of past offenses • feeling revengeful

It is simply common sense that if we give others, no matter what their age or occupation, a degree of responsibility they know that the games are over, that it is up to them to get the job done.

Sometimes the difference between a consequence and a punishment is the manner in which it is presented to the student. For example, a suspension

can be perceived to be a punishment imposed by an authoritarian vice-principal or it can be interpreted as a consequence the student chose by behavior that was previously understood to be unacceptable.

EXAMPLES:

1. PROBLEM: An angry verbally abusive student thought he was treated unfairly and refused to enter into the problem-solving process.

   Consequence: Suspension until student and parent returned to work out agreements with the playground supervisor and principal about future behavior when angry.

   Note: Emphasis was on behavior, not on whether it is okay to be angry with someone.

2. PROBLEM: A student repeatedly hassled younger students on the way home from school.

   Consequence: Student remains after school for 15 minutes before leaving for home. Student is given home assignment to make a plan for getting home without hassling others.

   Note: Consequences are related to behavior and burden of the plan is on the student.

3. PROBLEM: Student failed to bring a permission slip for a field trip, even though she was reminded by the teacher a number of times.

   Consequence: Student did not go on field trip. She had a choice of going home or working on a project in the media center.

   Note: The consequence was a natural one, related to the behavior. While it was not a misbehavior strictly speaking, it did require a consequence for lack of responsibility and also gave the student a choice.

4. PROBLEM: A high school student has more than the published allowable number of unexcused absences in a class.

   Consequence: No credit for the course.

   Note: Student will have to retake the course in order to get credit, a much more effective consequence than a bad grade would have been.

5. PROBLEM: A 4th grade student with social problems disrupts the class repeatedly despite agreements with the teacher and conferences with the parents.

Consequence: The day was divided into 3 sections:
8:30 a.m. to the end of the first recess
10:30 a.m. to the end of the lunch recess
1:00 p.m. to dismissal time.

Student helped make agreements about what was not acceptable behavior. Student was told he would remain in class as long as behavior was acceptable. If behavior was not acceptable, it meant he had chosen to work in the time-out room until that section of the day was over, then a fresh start would be made.

Note: Misbehavior was dealt with. The lack of social skills that is the root cause of the problem will be dealt with separately with the counselor and parents. Teacher was taught to use positive verbal reinforcement when behavior patterns were good.

6. PROBLEM: A 5th grade boy was kicking furniture in the time-out room. He was told that if he did not stop he was choosing to be removed. Since his mother was out of the home it was further explained that the help to remove him would come from the police department. He chose to continue kicking the furniture.

Consequence: Police were called to subdue the boy and hold him until the parent could be found. Next day a parent child, school conference was held to write an agreement.

Note: Student was given a choice of behaviors with the attendant consequences.

Shifting to Internal Control

Turning students into self-regulators requires a fundamental shift in the control of behavior from external change agents to the individual internal change agent. We can begin by having children help set the goals and the consequences for future behavior as well as the reinforcements for appropriate behavior. Evaluation of their own behavior should emphasize the relationship of their behavior to the consequences they chose by their

actions. It is crucial that the students believe that they really are in control of their destiny - that the relationship between their behavior and the consequence is direct.

It is helpful to teach students two strategies for coping with stressful situations:

- Immediate problem-solving;
- Reducing the emotional level so that problems can then be solved.

Coping by Problem-Solving

The first coping strategy is problem-solving. The skills of personal decision-making can be successfully taught in the student conference at the time a problem occurs, but should be reinforced in the classroom by teachers who use problem-solving procedures with the entire class as well as during conferences with individuals.

Steps to a Successful Student Conference

1. Give each participant an opportunity to describe the situation without being interrupted by others.
2. Observe body language and other clues to the inner state of the student.
3. Restate the problem back to the student to check your perceptions. Include a description of feelings if you can.
4. Help students explore alternative behavior for similar or future situations.
5. Talk about specific words or behavior for similar or future situations.
6. Assist the students in setting realistic goals and give them the responsibility of writing the plan to be used by them for future behavior (younger students can dictate to you what they want written in the plan).
7. Include the goals that the student will have for future situations and the consequences for inappropriate behavior.

8. Give the student a copy of the plan. File your copy for future reference.

In an effective student conference, all parties walk away feeling that the issue was solved and that a fresh start is being made.

Reducing Emotional Levels

The second strategy can be used in stressful situations where students have to cope with factors over which they have no control (name calling, a teacher or other adult whose personality conflicts with their's, etc.) These factors can trigger emotional situations that are difficult to solve. Besides attempting to ignore the problem, which by-the-way is an effective coping strategy we all use occasionally, we can help the student analyze what s/he is telling himself/herself (self-talk) exposing feelings about the situation or person. If you can successfully change the self-talk which is sometimes based on faulty assumptions, you can change the intensity of your feelings. Strategies for teaching this coping skill can be found in You Can Change How You Feel, by Gerald Kranzler and other publications that deal with Rational Emotive Therapy. If we are to aid students in learning new behaviors, we must help them distinguish between what is solvable with problem-solving and what must be coped with in other ways. Competent copers use both modes.

Effective Adult Helpers

Two skills are especially important if adults are to be effective in helping students learn reflective problem-solving and coping skills: non-evaluative listening and acceptance of feelings.

Non-Evaluative Listening

Non-evaluative listeners are able to establish rapport by being sensitive to all messages: verbal and non-verbal. They are able to read the whole person - to search for the personal meanings in the student report of self. They are aware that the student perception of the facts is far more important than the facts themselves. Most students who misbehave know the rules. The misbehavior is usually fulfilling personal needs which at times overshadow rationality or intelligent decision-making. Becoming aware of these personal needs aids in determining alternate modes of behavior.

Acceptance of Feelings

If the rapport is set and good listening is happening, it will be possible to tap into feelings. Feelings are another clue to the inner state. Many student problems encountered by school personnel deal with inappropriate expressions of anger. It is important for students to know that there are acceptable ways to express those feelings. If feelings are accepted and not punished, it will be easier to focus on what acceptable behavior would be in the expression of these feelings. Anger is a normal universal phenomenon. We have been trained not to express it without feeling guilty. A healthy expression of anger cannot occur unless the atmosphere is supportive and the adults in it are willing to listen to another opinion that differs from their own.

PART III

A PROCESS FOR A BUILDING PLAN

The plan itself involves the same steps as the problem-solving procedure referred to in Part II.

STEP I

Define the Problem

Sometimes the real problems have not been surfaced. We often deal with vague symptoms on the organizational level much as we do on the personal level. One way to reduce the vagueness and raise everyone's awareness is systematic data gathering that focuses on specific observable behavior or situations. For example:

- Count the number and types of referrals to the principal's office.
- Count the number and types of playground problems.
- Survey parents to find out how they feel about the state of the art of discipline at your school. Ask some specific questions that will help you determine what they are not happy about, and what they think is working well.
- Get the teachers together in small groups to list the kinds of problems they are facing inside classrooms and outside classrooms (halls, cafeteria, parking lot, playground, etc.).

STEP 2

Analyze the Data

Form small staff groups to look for norms and patterns in the data:

1. List building norms (written & unwritten) around what is expected of students.

   Examples:

   - Teachers are unclear about when to send a student to the office.
   - No one is sure which playground rules are in use this year. There is a difference of opinion.
   - Five injuries have been caused by chase games on the jungle gym.
   - Most lunchroom problems seem to occur during the five minutes before dismissal.
   - There is a difference of opinion about the rule to stay out of the building during recess.

2. Combine the lists of norms and patterns from each small group. Discuss differences and similarities.

3. Look for systemic causes for the problems:

   - Are the rules clear and consistently applied?
   - Is everyone clear about the problem-solving process used in your building?
   - Are there too many rules that are unenforceable?

4. Appoint a committee to put the analysis together to reflect the thinking of the total group.

STEP 3

Develop a Plan

Using the results of the group analysis in Step 2, the committee will make decisions about what should be included in your building problem-solving plan. The plan should include:

1. Rules/expectations for student behavior. Keep it simple - a few rules consistently enforced will be more effective with teachers and with students.

2. Write step-by-step procedures for dealing with problems. Steps may include:

   - giving the student an opportunity to share information perceptions and feelings.
   - provision for agreements to be made between the student and adult involved about alternative acceptable behavior.
   - setting up consequences for future unacceptable behavior.
   - provision for parents to become involved early in the process.

3. Role expectation for all persons involved in the process (students, counselors, administrators, teachers, parents).

4. A definition of behavior that specifies what is considered serious, with its attendant consequences including calling the local police department or suspension (include steps from a district handbook or policies where appropriate).

STEP 4

Review and Modify

Work to surface discrepancies, problems and difficulties with either the plan itself or its clarity for others. Involve:

- staff
- students
- parents

Make appropriate revisions of the plan, remembering that it isn't cast in concrete and will require changes as you go.

STEP 5

Communication

Publish the plan in an easy-to-read format. Disseminate it to all audiences:

- Schedule time to discuss it with classes
- Present the plan at a parent meeting
- Clarify the steps at staff meetings

Post the plan in crucial places (it takes time to learn new procedures)

- the front office
- the time-out room
- the principal's office
- the counselor's office
- the staff room
- classrooms

Mail a copy of the plan home to parents

STEP 6

Monitoring the Plan

Monitor the plan through effective management of the components.

- Gather data and analyze patterns periodically to refine the process and work out the bugs.
- Redefine and update yearly with staff, parents and students.
- Set up a weekly staffing for students who are not responding to the regular process.
- Keep copies of agreements and the action taken on problems in a book or file under student's name. It helps to be able to look back on past history when working on present problems. The records serve as data for future revision of your building plan.
  NOTE: These records do not go in cumulative folders or to other schools. They are a part of your personal files used to keep track of agreements and past practices.
- If the consequence involves going home, parents need to be a part of the conference or informed ahead of time about the possibility of their child coming home.
- Arrange a time-out room in your building for the student who can't be sent home or for one who needs a quiet place to work or cool off.

Remember that effective management of a discipline code is a combination of effective conflict management, skills and thoroughness in communication, a real interest in people and above all - a well developed sense of humor.

When the Process Does Not Work

In every building there will be students who do not respond to the regular process. An effective method of dealing with them is to hold a staff conference. Participants should include:

- support personnel (psychologist, social worker, counselor etc.)
- classroom teachers involved with the student
- classified staff who interact with the student frequently
  administrative staff

The purpose of the staff conference is to share perceptions about the student and the situation. Resources can be pooled to develop an action plan. Such action may include:

- behavior modification techniques
- referral to an emotionally handicapped classroom
- referral to a resource room for academic problems
- transferring the student to a different classroom
- agreements to provide consistent reactions to the student by all staff members who interact with him/her
- scheduling another meeting to review progress of the plan
- setting up a parent conference to share information and make plans for the future

This technique is itself an example of a circular problem-solving cycle: definition of problem, analysis, decision-making, communication and monitoring.

SUMMARY

In my opinion, it takes very little skill or training to carry out a punitive program. It takes a great deal of skill, training, and modeling to carry out a problem-solving program. Do not mistake a democratic approach for a permissive approach to discipline. On the contrary, it can clarify behavioral expectations in a way that makes it possible to place the responsibility for problem solving where it belongs - on the student. Supporting students in this process requires skills of:

- Helping the student make sense out of his/her experiences by conceptualizing what has happened;
- Relating the experiences to the student's feelings, assumptions about self, and behavior toward others;
- Transferring support from external to internal resources by helping the student substitute new behaviors and attitudes for the old.

Many methods or programs for dealing with discipline in schools are available today. When choosing among them, give some thought to whether or not they are internally consistent with your philosophy. Don't try things because they "might" work. Take the time to analyze a system before you try it to see if it does what you want it to do. Is it punishment or consequence oriented? Does it provide for encouragement and the chance to learn new behavior? Is it based on mutual respect? Most important of all- does it involve students in the solution of their own problems?

Much of the curriculum of schools is based on the requirements of various content areas. Rarely does it help students deal with the problems of human conduct. While we continue to focus on the basics and testing

specific measurable objectives, let's not lose sight of the need to consider dealing with a student's self-definition, with the formation of constructive relationships with others and with the skills that will enable them to gain control over their own behavior as citizens of a democratic society.

The Appendix contains a sample of discipline codes in an elementary school, a community school, a junior high school and a senior high school. They are offered as examples of building plans that spell out expectations, processes and procedures in a non-punitive manner.

APPENDIX A

Edgewood Elementary School

Problem-Solving Procedures

Eugene, Oregon
Barbara Keirnes, Principal
1975

What is done at Edgewood to help students learn problem-solving techniques in stress situations?

We believe the best way to prevent behavior problems is to have productive, happy students that are self-directed and have learned to find solutions to problems.

The emphasis at Edgewood School is toward helping students learn positive behaviors and problem-solving methods. The staff is concerned about the rights and safety of all students and efforts are geared toward preventing unsafe acts by students. The staff, in cooperation with the counselor, conducts regular programs within classrooms which help all students understand the importance of positive behavior and problem-solving techniques that can be used for unacceptable behavior.

What do staff members at Edgewood do when a student has a problem?

When it is necessary for staff members to correct a situation involving stress or conflict between students or student and staff member, the same process is used. Depending upon the situation the process may work a little faster, but generally the same steps are taken with every case of unacceptable behavior. These steps are:

- A discussion is held with the student to give him/her an opportunity to share information.
- Some agreements are made with the student about what needs to be done and what will happen if the agreements are not followed. Sometimes a consequence is given to the student at this step.
- If the agreements are broken a second time, the consequences previously agreed to are used. Parents are contacted and informed of the student's behavior problem and some agreements are made with the parents about any continuing misbehavior.
- If the misbehavior continues the consequences are used as agreed upon by staff, students, and parents. At this point it could be spending the school day at home completing class assignments and following a school room schedule.

The staff's emphasis will continue to be directed toward helping students learn positive behaviors and intervening where inappropriate behaviors occur. Edgewood students are the responsibility of all staff and all staff agree upon their responsibility to deal with problems whenever they occur.

What happens to students at Edgewood when their behavior is unacceptable?

A student is given an opportunity to solve his/her problem with the help of the school staff before parents are notified or asked to help. If the problem is serious or reoccurs, parents are notified and asked to be part of our problem-solving procedures.

The following list of possible consequences may be used by staff to help a student change behavior:

The student is removed or isolated from the activity. This might be within the classroom where the student is isolated from others in the room. It might be on the playground, where the student is requested to sit in a designated place and not participate in playground activities.

The student may lose the privilege of activities for a period of time. This might also mean staying after school to complete work or missing recess time for not working in class. Parents will be contacted if a child must stay after school for more than 15 minutes.

The student may spend some time in a "time out" place within the school as designated by the staff until he/she is ready to return and follow classroom procedures.

In the event that "time out" has not been effective and it is difficult for the classroom to function, the child will be suspended for the remainder of the day.

Student actions that threaten the safety of themselves and others are considered serious and parents will be notified.

The student, with parent cooperation, may spend the day at home on a classroom schedule, completing all assignments.

The student may be suspended for three days or more by the principal, as specified and outlined in the District's *Student Rights and Responsibilities Handbook*.

The Eugene Police Department may be called into a case where a student has committed a criminal offense.

How are parents informed if students are having a problem?

A telephone call may be made by the principal, counselor, or teacher to discuss the situation.

A home visit may be made by the principal, counselor, or teacher.

Parents are invited to conference with teacher, counselor, and/or principal.

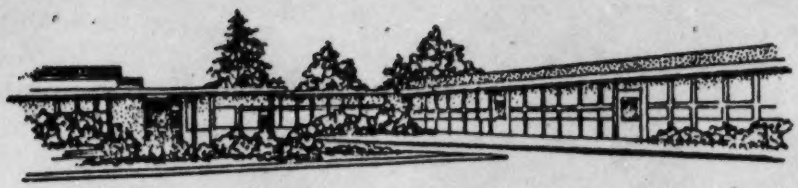
It is our hope that all problems can be taken care of in the early stages. By working together, parents and teachers can provide the best learning atmosphere for the students. We look forward to working with you and your children.

APPENDIX B

Patterson Community School

Discipline Plan & Letter to Parents

Eugene, Oregon
Arline De Frank, Principal
1978 - 1980



PATTERSON COMMUNITY SCHOOL

What is done at Ida Patterson to help students learn and practice acceptable behavior?

The emphasis at Ida Patterson is towards helping students learn to solve problems in constructive ways. Good, positive behavior is encouraged by stressing respect for the rights and safety of others. The staff attempts to help students learn ways to deal with anger other than hurting the feelings or bodies of others.

What kinds of things do we do to reach these goals?

- Have group discussions
- Conduct magic circle and other positive activities
- Make expectations clear through direct instruction
- Point out positive behavior
- Show good behavior by example
- Like our students and let them know it

What behaviors do we consider unacceptable?

- Disruption of school
- Hurting oneself or others physically
- Hurting others' feelings
- Vandalism or damaging the property of others
- Threatening the safety of oneself or others
- Refusing to obey a reasonable request of an adult
- Stealing
- Using offensive language which is intended to hurt others
- Bringing or using weapons in school
- Smoking at school
- Using narcotics, alcohol, or drugs at school

What happens to students at Patterson when their behavior is unacceptable?

THE TEACHERS

- Identify and discuss the problem with the student
- Provide a cooling-off time if needed
- Make agreements and set consequences as needed with the student
- Contact parents if appropriate
- Carry out agreed upon consequences for repeated unacceptable behavior
- Refer student to counselor or principal
- View physical discipline as an unacceptable consequence, in accordance with school board policy

THE COUNSELOR

- Discuss problem with appropriate people
- Plans strategies for problem-solving with the student and teacher
- Helps people settle differences
- Teaches problem-solving methods
- Serves as a liaison with home or other appropriate community agencies
- Conducts mental health activities such as magic circle
- Works with groups of students with like problems
- Teaches parenting groups

THE PRINCIPAL

- Works with students and teachers to solve problems or determine consequences when earlier plans have been unsuccessful
- Serves as a liaison between school and home
- Helps when a serious problem occurs
- Consults with teachers, parents, or students at their request

SOME POSSIBLE CONSEQUENCES ARE:

- Confronting the student with the problem and discussing it with him or her
- Assigning time out
- Making a contract with the student or student and parent
- Contacting the parent for help
- Writing a special behavior program with the help of student, parent, and teacher
- Sending students home from school
- A child may be suspended for three days or more by the principal, as specified and outlined in the district's *Student Rights and Responsibilities Handbook*

Playground Rules

PRIMARY

- No rock throwing
- No fighting or pulling clothes
- No complaining or crying if you choose to wrestle
- Only touch football
- One person per tire...no shaking tires
- Don't stand on the top of the boat
- Go from left to right on the rings
- No fence climbing
- The boundaries are the fence and the ditch

Have fun! Play fair!

INTERMEDIATE:

- Play areas: Blacktop adjacent to building. Fields on right, left. Room 14-16 court yard. Sidewalk.
- OUT OF BOUNDS: Amazon slough, halls (unless using the bathroom), bathroom by library, center courtyard, primary area, bicycle area, office area
- No rock throwing
- Speak acceptable language
- No hurting and hassling
- Chase games on grass only
- No camel fighting (riding on backs)
- Softball on grass or diamonds only

For additional information call or stop by:

Ida Patterson Community School
1510 W. 15th Avenue
Eugene, Oregon 97402
687-3542
Arline De Frank Principal

Prepared by the Parent and Staff Committee of: Jeff Cummins, Nancy Nelson, Brooke Mendez, Jan Pritchard, Martha McCormack, Ruth Soeder

Dear Patterson Parents,

The staff has completed a discipline plan and some procedures we plan to use this year and would like to share both with you. The emphasis will continue to be to help students learn to solve their problems in constructive ways. Good, positive behavior will be encouraged and recognized. The staff will attempt to help students learn ways to deal with anger other than hurting the feelings or bodies of others. They will also teach cooperation, trust, communication, respect and caring.

The staff has made some group agreements about consequences for student misbehavior. Teachers will be using problem-solving methods with children as small problems arise in day-to-day living. Such behavior techniques as time outs and missing recess are possible consequences.

We have divided other behaviors into two groups and labeled them minor misbehaviors and major misbehaviors. We have agreed to give students appropriate consequences for these behaviors as described below. Regular classroom problem-solving techniques will be routinely used prior to any of the techniques described in this letter.

MINOR OFFENSES

- Teasing
- Running in the hall
- Being in off-limits areas
- Tardiness
- Being off-task during class

CONSEQUENCES FOR MINOR OFFENSES

Staff will work with students to stop these behaviors by identifying and discussing the problem and asking them to stop. They will explain to children the problems that are caused when they do these things. Students might be kept after school for a few minutes. If students continue the behaviors, parents will be called and asked for help. Repeating minor offenses will result in more serious consequences such as staying after school for up to 15 minutes.

MAJOR OFFENSES

- Fighting
- Disruption of school
- Hurting others' feelings
- Damaging the property of others
- Refusing to obey a reasonable request of an adult
- Stealing
- Rock throwing
- Hurting others' bodies
- Using offensive language which is intended to hurt others

CONSEQUENCES FOR MAJOR OFFENSES

Staff members who see students behaving inappropriately will immediately attempt to stop the behavior. The teacher will conference with the students and explain the seriousness of the behavior. Whenever possible, logical consequences will be given. For example, for writing on the school walls the student will be expected to wash the walls. Students who are involved in these activities will be asked to stay after school for fifteen minutes for a first offense, thirty minutes for a second offense. Parents will be called before a thirty minute detention and informed of the problem. The third time a student repeats these behaviors during a term he/she will be asked to stay home from school for between one and seven days depending upon the seriousness of the problem.

EXCEPTION - FIGHTING -- Fighting or deliberately hurting someone's body will be considered an extremely serious problem and will be dealt with on an individual basis. Children who are deliberately hurting others will likely be removed from school. The safety of others is a number one school priority.

REMINDER: Bringing knives and other objects that could be dangerous is not allowed.

We hope this plan will be workable and will achieve the results we are aiming for which is to have a happy, positive school where students are able to learn. We hope parents will support this plan so that we can spend our time at school doing what it is designed for, i.e. teaching and learning.

Please read and discuss this with your child. Please tear off the bottom of this form and return it to school with your child. We will welcome any comments or concerns you might have with this plan. Please feel free to write on this form or to give us a call at 687-3406. Your help is appreciated.

I have read and discussed the discipline plan with my child. I understand that my child might be kept after school for up to 15 minutes without a phone call home.

COMMENTS: _____

_____

_____

_____

Home or Alternate Phone _____ Work Phone _____

Parent's Signature _____

Student's Signature _____

APPENDIX C

Roosevelt Junior High School

Guidelines Concerning Student Behavior

Eugene, Oregon
Wayne Flynn, Principal
1978

Roosevelt Junior High School

Guidelines Concerning Student Behavior, 1978-79

Philosophy and Purpose: The philosophy of the Roosevelt Junior High School consists of the following elements: coping, responsible decision-making, active exploration and the development of one's potential. During school students are faced by peer pressures, competition, and interpersonal conflict. To help students deal with these pressures, the following guidelines are provided. Additionally, students can refer to the district's *Student Rights and Responsibilities Handbook* for more information.

Implementation: During the implementation of these guidelines, the role of the house advisor and the administration is one of equally supporting both the students' rights and responsibilities. Unacceptable student behavior is divided into two categories: minor and major. Following each category are the procedures to be used.

- MINOR OFFENSE
  - Skipping class
  - Class tardiness
  - Running in halls
  - Closed campus violation
  - Disruptive conduct, e.g. loud, disturbing arguing
  - Inadequate clothing

Advisor Procedures: Minor Offenses

First occurence - Teacher handles it himself and informs student's advisor of the situational disposition or teacher may refer student to advisor for corrective conference.

Second occurence - Parent contact is made by phone or school visit and advisor consultation must be made.

Third occurence - An administrative conference is required. At this time a minor offense becomes more serious and a suspension or other option may be enacted.

- MAJOR OFFENSE
  - Fight and/or assault
  - Theft
  - Insubordination - refusing to obey a reasonable request
  - Harrassment - physical or verbal (including extortion)
  - Use and/or possession of alcohol
  - Smoking on campus
  - Illegal drug use or possession
  - Possession and/or use of dangerous weapons
  - Frequent unexcused absence
  - Vandalism

Advisor Procedures: Major Offenses

Immediately following the incident, a conference involving an

administrator and the student is held. When possible, the student's advisor and parents will be included in the meeting.

Specific corrective effort will depend on the seriousness of each situation. If a student is asked to leave school, the advisor will be notified. The administration will determine the length of time involved and make the appropriate contacts to insure the student's safe arrival home. When a student returns to school with his/her parents, the advisor will hold a follow-up conference. The advisor may include an administrator in the conference.

The entire process is to reflect the attitude that we are dealing with student behavior and not student character. We intend to maintain a warm, supportive relationship while carrying out the above guidelines.

Please sign below indicating that you have read these guidelines concerning student behavior.

_____ _____

Parent Signature Student Signature

RETURN TO HOUSE ADVISOR AFTER SIGNING

APPENDIX D

Colville Secondary School

Steps in the Disciplinary Procedures

Colville, Washington
James Monosmith, Principal
1978

COLVILLE SECONDARY SCHOOLS

STEPS IN THE DISCIPLINARY PROCESS

FLAGRANT VIOLATIONS: Send the alleged offender(s) directly to the principal's office and we'll do our best to get to the bottom of it! Everybody will be heard and we'll try to arrive at alternatives we can all live with.

ROUTINE VIOLATIONS REQUIRING DISCIPLINE: *Follow this process:*

Step One - First violation...as calmly and unobtrusively as possible, isolate the offender to a specified place inside or outside the classroom. When you have time, talk to the student.

- Describe the behavior you observed
- Check out your perception
- Explain the effect of that behavior on you and/or the class
- Explore alternatives to the behavior observed
- Jointly agree on a plan of future action
- Allow the student to return to class then or the next day
- Asterisk in your grade book this *Step One* violation if you feel that it is warranted.

Step Two - Second Violation...Repeat the same steps as in the first violation except the teacher must explain to the student that the parents will be contacted by telephone or a personal note. Communicate what's happened up to then and seek the parents' help in implementing the plan to improve the student's behavior. Set a specific date for a follow-up conference or letter. Be sure to help the parent and student understand that it is the behavior that you want improved. Send the student a "You're Still O.K.!" message, but be sure to outline the next step, should it occur. Document the parental communication in the *Step Two* book in Dr. Jim's office.

Step Three - Third Violation... We move from "discipline" to "short or long term" suspension

Arrange to bring the student and your data to the principal's office on your conference period.

- An oral or written notice of the charges will be supplied to the student
- An oral or written explanation of the evidence in support of the charges shall be provided to the student
- An oral or written explanation of the sanction which may be imposed shall be provided to the student

- The student shall be provided the opportunity to present his or her explanation
- A decision will be made and communicated face-to-face

In the event that the denial of the right of attendance is to exceed one day and no more than five days, the parent(s)/guardian(s) of the student shall be notified of the reason for the student's suspension and the duration of the suspension orally or by letter deposited in the U.S. Mail as soon as reasonably possible.

The student, parent/guardian aggrieved by the suspension may use the same grievance procedure detailed here to protest the disciplinary action of any school employee.

In the event that the conference results in a recommendation for a long-term suspension, the student and his/her parent/guardian shall be presented with written notice of a hearing in person or by certified mail.

Step Four - At any time after two weeks of a long-term suspension the student may ask for a conference with the building principal to seek re-admission. If the principal is convinced of the student's genuine desire to return he may direct the student to:

- Locate two faculty sponsors
- Prepare a petition to the faculty
- Appear, with his/her parents, to present the petition to the faculty
- The student and parent shall receive a face-to-face decision immediately.

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